DOCUMENT RESUME

ED 281 558 IR 051 903

TITLE	Library/Information Skills for Quality Education.
INSTITUTION	Texas Education Agency, Austin.
PUB DATE	Jan 87
NOTE	65p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Information Seeking; Learning Resources Centers; *Library Instruction; *Library Skills; Preschool Education; School Libraries; *Skill Development; State Curriculum Guides
IDENTIFIERS	*Course Integrated Library Instruction; *Information Skills; Texas

ABSTRACT

Developed as a direct response to requests from librarians and principals for a scope and sequence guide for library/information skills for students in grades prekindergarten through 12, this document is designed to help librarians and teachers not only to present and document mastery of the mandated essential library/information skills, but also to exceed requirements through selecting additional skills for the curriculum in the promotion of quality education. Library/information skills as part of the school's curriculum are discussed, and skills drawn from the 12 areas outlined in the Texas State Board of Education Rules of Curriculum are enumerated on a grade-by-grade basis for grades prekindergarten through 8. The exact citations for the mandated skills are included in a column to the left of the outline format, and additional skills which should be taught in a quality program are also included in the outline. Skills for grades 9 through 12, which are outlined by course, are taken directly from the State Board of Education Rules for Curriculum and follow the format of that publication. (KM)

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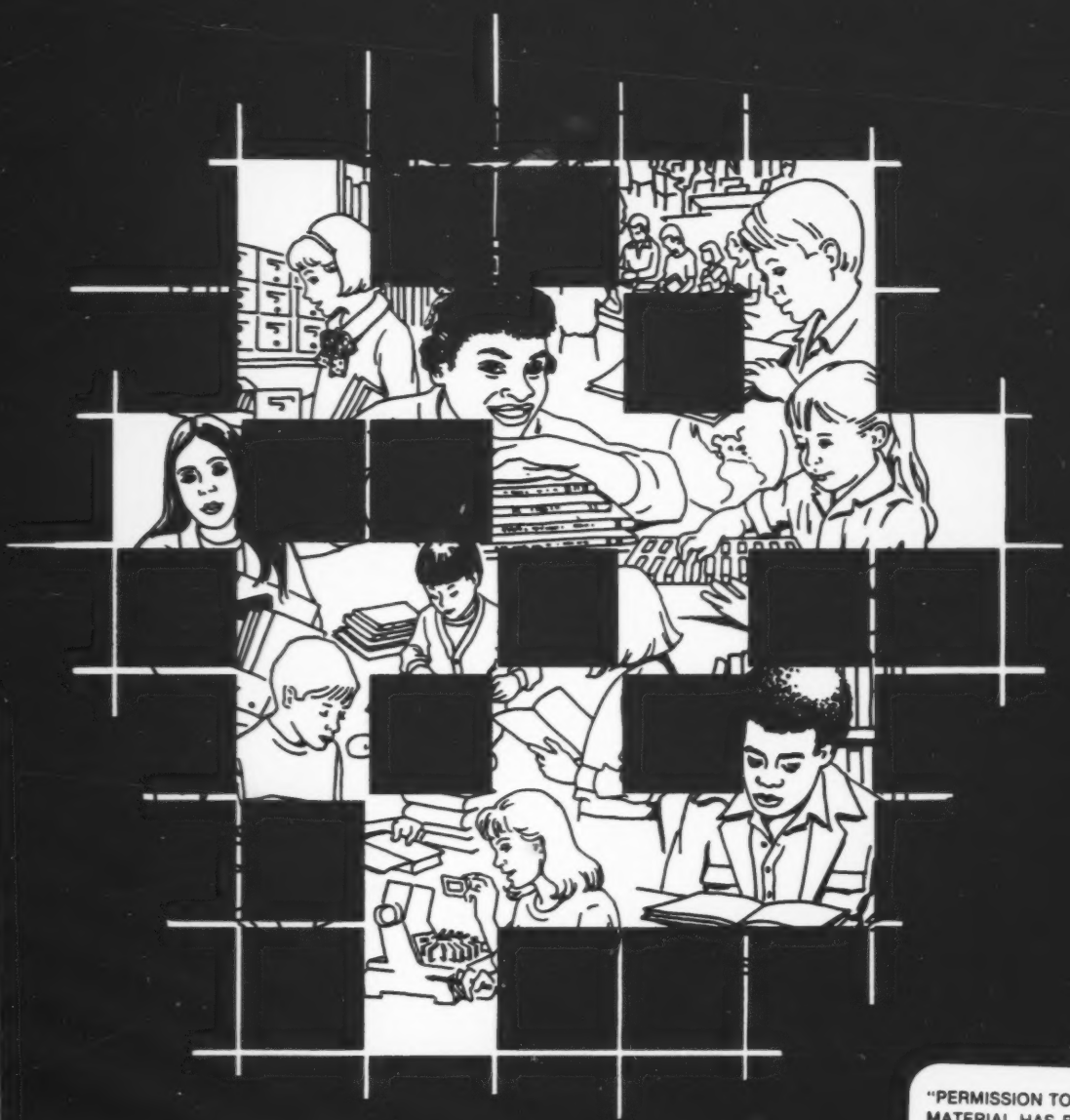

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This publication was developed by Agency staff members
in the Office of the Deputy Commissioner for
Curriculum and Program Development.

Deputy Commissioner, Curriculum and Program Development
VICTORIA BERGEN

Assistant Commissioner, Curriculum and Instruction
GRACE GRIMES

Director, Division of Curriculum Development
LEROY F. PSENCIK

Director, Library Media Program
MARY R. BOYVEY

Education Specialist II
JUNE KAHLER

Foreword

Library/Information Skills for Quality Education is a publication developed as a direct response to the many requests from librarians and principals for a scope and sequence guide for library/information skills for students in grades, Prekindergarten through 12. The purpose of the publication is to assist librarians and teachers not only to present and document mastery of the mandated essential library information skills, but also to exceed requirements through selecting additional skills for the curriculum in the promotion of quality education.

Schools are not expected to offer all the skills. The mandated skills must be taught and mastery documented. Beyond that stage schools are encouraged to exceed standards by selecting additional skills for curriculum enrichment and to challenge more able students.

Mastery may be determined in various ways in addition to the paper and pencil tests. Librarians may well use demonstrations, games, contests, computer simulations, oral tests, diagram and graph construction, observation, student produced audiovisual items, and related activities in determining individual mastery.

W.N. Kirby
Commissioner of Education

Acknowledgements

Library/Information Skills for Quality Education represents the joint efforts of the membership of the Texas Association of School Library Administrators, various librarians in the Austin Independent School District and the El Paso Independent School District, and the Library Media Program staff of the Texas Education Agency.

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Library/Information Skills As Part Of The School's Curriculum

The curricula of the schools should encompass the skills all students learn in order to be self-supporting, self-governing, self-educating, and contributing members of society. The learning objectives detailed in *The State Board of Education Rules for Curriculum* provide an outline of the skills that students should master, and contained in these objectives are many that are best taught in a library media center (LMC) environment.

To be of maximum value, instruction in library/information skills must be process oriented. The student needs to understand **what** the purpose of a library is, **what** resources and services are available in the LMC, and **why** the task or assignment is worth doing.

If the student is to be guided by the teacher and librarian into the process of discovering information independently, he or she must be provided with certain basic skills to enable him or her to accomplish the task successfully. Many times during his or her school years, the student needs the experience of pursuing a topic of interest or seeking the answer to a perplexing question. He or she must proceed through sequential steps of inquiry.

1. The student must define and understand the question or topic.
2. The student must locate the resources which will answer his question or provide information about his chosen topic.
3. The student must select only the information pertinent to the problem solving situation.
4. The student must communicate the information.

A major responsibility of the school library media specialist is instruction in library/information skills. This instruction takes place in one-to-one situations between the specialist and student and in large group sessions. The certified school library media specialist has experienced extensive academic and practical training in all aspects of LMC work. Also the school library media specialist has an earned teaching certification which provides preparation in teaching techniques.

Today's school's curriculum is intended to prepare students for a productive, fulfilling life. Part of this preparation is intended to produce the adult who feels at home in a library setting, recognizes the potential for continuing his education through use of a library, and enriches his community as a participating, informed citizen.

Library/Information Skills Grade-By-Grade Objectives

The teaching of library/information skills is not an addition to the curriculum but is a functional application of those research, listening, viewing, and creative skills included in the curriculum. For example, simple research skills can be acquired in the primary grades and extended in each successive year. Developing critical skills in listening, viewing, and reading begin with prekindergarten storytime and proceed through the school's curricular offerings.

The library/information skills enumerated are those which should be taught in a quality library media program. These skills are drawn from the twelve curriculum areas outlined in the *State Board of Education Rules for Curriculum*. The exact citation for these skills is found to the left of the statement. When these skills are taught, the time requirements for English language arts, fine arts, science, mathematics, social studies are met. Additional skills, which should be taught in a quality program, have been included in each division and the school library media specialist may supplement with more items that should provide an improved skills sequence.

Instruction may be modified for students with special needs. Gifted and talented students may benefit from greater depth of instruction, acceleration, and the expansion of skills.

A grade-by-grade skills sequence has been established with the exception of grades 9-12. Skills for these grades are listed by course and are taken directly from *State Board of Education Rules for Curriculum*. The outline form follows the pattern of this publication also.

In order to provide a quality library media program, school districts should implement the library/information skills instruction in a manner which will enable all students to participate in a well-balanced plan. All students should have the opportunity to master, to the best of their abilities, the knowledge, skills, and competencies needed to use a library effectively.

Prekindergarten

Library/Information Skills

Library/information skills, prekindergarten, will include the following essential elements:

(1) Knowledge of and favorable attitudes toward the library media center (LMC). The student will be provided opportunities to:

(A) Locate the LMC;

(B) Identify areas of the LMC: storytime area, picture book section, seating area;

75.21(b)(1)(K) (C) Identify individuals who help students learn (the LMC personnel);

75.21(e)(2)(B) (D) Demonstrate self-discipline by exhibiting appropriate independent, as well as group, behavior;

75.21(b)(1)(F) (E) Learn social skills appropriate to group behavior;

75.21(b)(1)(I) (F) Know and observe rules of the home, classroom, school, LMC;

75.21(e)(2)(A) (G) Demonstrate adjustment to the school setting by:

75.21(e)(2)(A)(i) (i) accepting school routine;

75.21(e)(2)(A)(ii) (ii) recognizing that he or she is one of many; and

75.21(3)(2)(A)(iii) (iii) participating in leadership as well as follower roles.

75.21(b)(3)(D) (H) Classify acceptable/unacceptable behavior at home and school;

75.21(b)(1)(E) (I) Practice rules of safety; and

(J) Handle and care for materials properly.

(2) Skills in gathering, analyzing, interpreting, organizing, and evaluating information. The student will be provided opportunities to:

75.21(a)(1)(F); 75.21(b)(4)(E) (A) Respond to storytelling or oral reading by telling what the story is about, recalling facts and details, recalling the sequence of events, and distinguishing between real and make-believe;

75.21(a)(1)(C) (B) Acquire the meaning of vocabulary words related to concepts being presented; and

75.21(b)(1)(H) (C) Discuss how and why people celebrate special events (birthdays, holidays, etc.) including those that are culturally related.

(3) Communication skills. The student will be provided opportunities to:

(A) Develop listening skills;

75.21(a)(1)(D) (i) listen to literary selections daily for personal enjoyment;

(ii) follow simple story line in stories read aloud;

75.21(a)(1)(E) (iii) become aware of various speech sounds and patterns through rhymes, poems, chants, and fingerplays;

75.21(a)(1)(B)		(iv)	recognize and compare familiar and unfamiliar environmental sounds including sounds of animals, motors, musical instruments, and nature;
75.21(a)(1)(H)		(v)	recognize voice tone as a way to express feelings;
75.21(d)(2)(B)(ii)		(vi)	hear music that tells a story;
75.21(a)(1)(G)		(vii)	focus attention on a speaker without interruption; and
75.21(a)(1)(A)		(viii)	listen and respond to simple directions, commands, and questions.
	(B)	Develop speaking skills in order to use oral language to communicate effectively; and	
75.21(a)(2)(I)		(i)	use oral language in a variety of situations;
75.21(a)(2)(D)		(ii)	engage in a conversation by sharing ideas with others;
75.21(a)(2)(B)		(iii)	use a variety of words to express feelings and ideas;
75.21(a)(2)(C)		(iv)	talk about what is seen, heard, touched, tasted, or smelled as objects, people, and events are experienced;
75.21(a)(2)(F)		(v)	retell a familiar story or nursery rhyme; and
75.21(a)(2)(G)		(vi)	speak clearly.
	(C)	Develop artistic abilities for personal enjoyment and group participation.	
75.21(d)(1)(B)(ii)		(i)	respond to storytelling by drawing, painting, using puppets, modeling, constructing, and printmaking;
75.21(d)(1)(C)		(ii)	look at and talk about artworks including primary sources for understanding and appreciation of self and others through art, culture and heritage;
75.21(a)(2)(A)		(iii)	participate in nonverbal communication through gesture, pantomime, and facial expression;
75.21(d)(3)(B)		(iv)	dramatize limited-action stories and poems using simple pantomime, and puppetry;
75.21(a)(2)(H)		(v)	present fingerplays;
75.21(d)(2)(A)(i)		(vi)	create vocal sounds by imitating; and
75.21(c)(3)(B,C)		(vii)	participate in rhythmic activities such as creative rhythms and singing games.

§75.21 Prekindergarten Education

Kindergarten

Library/Information Skills

Library/information skills, kindergarten, will include the following essential elements:

(1) Knowledge of and favorable attitudes toward the library media center. The student will be provided opportunities to:

(A) Locate the library media center (LMC);

(B) Identify areas of the LMC: circulation desk, listening and viewing area, picture book section;

(C) Name the LMC personnel;

75.29(1) (D) Practice personal, social, and civic responsibilities;

75.29(1)(C) (i) discuss socially acceptable and unacceptable behavior;

75.29(1)(B) (ii) discuss ways people can help each other;

75.29(1)(D) (iii) practice rules of safety;

75.29(4)(A) (iv) know and observe classroom (LMC) rules;

75.29(4)(B) (v) identify examples of right and wrong behavior;

75.29(4)(C) (vi) explain the need for rules;

75.29(7) (vii) predict consequences of behavior in a group; and

(viii) progress toward becoming an independent LMC user.

(E) Identify media formats and accompanying equipment: filmstrip and filmstrip projector, audio tape and tape recorder/player, 16mm film and projector, video cassette and video recorder/player and television monitor, phonograph record and player, and listening center;

(F) Identify terms associated with book circulation: book pocket, check out card, date due slip;

(G) Check in and out materials with assistance as needed;

(H) Handle and care for materials and equipment properly; and

(I) Locate picture and easy books.

(2) Skills in the selection and use of materials for class and leisure activities. The student will be provided opportunities to:

75.22(3)(E)(iv) (A) Select from a variety of media formats for individual needs and interests: books, games, puzzles, filmstrips;

(B) Use books for personal enjoyment and sharing with the class; and

(C) Identify basic parts of a book: cover, dust jacket, spine, pages.

(3) Skills in gathering, analyzing, interpreting, organizing, and evaluating information. The student will be provided opportunities to:

(A) Recognize the basic concept of information presented in a variety of formats using picture and oral clues;

75.22(3)(C) (B) Use comprehension skills to gain meaning from whatever is read;

75.22(3)(C)(i) (i) telling what the story is about;

75.22(3)(C)(ii) (ii) recalling important facts and details;

75.22(3)(C)(ii); 75.25(3)(C) (iii) arranging the events in sequential order; and

75.22(3)(C)(iv) (iv) distinguishing between real and make-believe.

75.22(3)(E)(iii) (C) Become acquainted with a variety of selections, characters, and themes of our literary heritage; and

75.29(3)(A) (D) Identify important Texas and United States holidays.

(4) Communication skills. The student will be provided opportunities to:

75.22(1) (A) Develop listening skills in attending to, responding to, and analyzing oral communication;

75.22(1)(A) (i) focus attention on a speaker without interrupting;

75.22(1)(B); 75.22(3)(E)(i) (ii) listen to appreciate sound devices of repetition, rhyme, rhythms, alliteration, and onomatopoeia;

75.22(1)(C) (iii) listen carefully to instructions and important information;

75.22(3)(D) (iv) follow oral directions;

75.22(3)(E)(v) (v) follow simple story line in stories read aloud;

75.22(3)(E)(ii) (vi) respond to various forms of literature; and

75.28(2)(B)(iii) (vii) hear music that tells a story.

75.22(2) (B) Develop speaking skills in order to use oral language to communicate effectively;

75.22(2)(A)(ii) (i) use a variety of words to express feelings and ideas;

75.22(2)(A)(iv) (ii) communicate effectively in one-to-one and small group situations;

75.22(2)(A)(iii) (iii) speak clearly and at an appropriate rate;

75.22(2)(B)(i); 75.22(3)(B)(i) (iv) relate events from personal experiences and with appropriate vocabulary in complete sentences;

75.22(3)(B)(ii) (v) supply missing words in context; and

75.22(3)(C)(v) (vi) retell a story.

(C) Develop artistic abilities for personal enjoyment and group participation.

75.22(1)(D) (i) respond to storytelling by drawing or painting;

75.28(3)(B)	(ii)	dramatize limited-action stories and poems using simple pantomime;
75.22(2)(A)(i)	(iii)	engage in creative dramatic activities and non-verbal communication;
75.22(1)(B)(ii)	(iv)	present poems chorally;
75.27(3)(B,C)	(v)	participate in rhythmic activities such as creative rhythms and singing games;
75.28(3)(A)(ii)	(vi)	imitate sounds appropriate to the occasion or story;
75.28(1)(B)(i)	(vii)	present creative ideas through student produced media: picture books, simple transparencies, puppets, audio tapes, drawing, painting, print-making; and
75.28(1)	(viii)	explore artwork of students and major artists.

§75.22 English Language Arts

§75.25 Science

§75.27 Physical Education

§75.28 Fine Arts

§75.29 Social Studies, Texas and United States History

Grade One
Library/Information Skills

Library/information skills, grade one, will include the following essential elements:

(1) Knowledge of and favorable attitudes toward the library media center (LMC). The student will be provided opportunities to:

75.29(5)(B) (A) Know the geography of the school campus;

(i) locate the LMC;

(ii) identify areas of the LMC: circulation desk, listening and viewing area, picture book section, computer area (if available);

75.29(5)(E) (iii) use a simple classroom (LMC) map to locate various areas; and

TEAMS Mathematics #1) (iv) understand the continuous flow arrangement of shelves.

(B) Name the LMC personnel;

75.29(1) (C) Practice personal, social, and civic responsibilities;

75.29(1)(B) (i) identify and accept one's classroom (LMC) responsibilities;

75.29(1)(C) (ii) contribute to group activities;

75.29(4)(A) (iii) explain the need for rules at home and school;

75.29(4)(B) (iv) identify school and community rules (laws);

75.29(7)(A) (v) identify cause and effect relationships in the classroom (LMC);

75.29(1)(E) (vi) complete assigned tasks;

75.22(4)(C)(iv) (vii) write legible manuscript letters;

(viii) check in and out materials with assistance as needed;

(ix) handle and care for materials and equipment;

(x) exhibit appropriate behavior; and

(xi) progress toward becoming an independent LMC user.

(D) Identify media formats and accompanying equipment: filmstrip and filmstrip projector, audio tape and tape recorder/player, 16mm film and projector, video cassette and video recorder/player and television monitor, phonograph record and player, listening center, floppy disk and microcomputer, transparency and overhead projector; and

(E) Identify terms associated with book circulation and LMC use: book pocket, check out card, date due slip, shelf marker, book truck, book mark.

(2) Skills in the selection and use of materials for class and leisure activities. The student will be provided opportunities to:

(A) Recognize the variety of resources available in the LMC and use the appropriate tool for the task; and

75.22(3)(E)(iv)

(i) select books for individual needs and interests;

(ii) use a picture dictionary to match words and pictures;

75.22(3)(B)(iv)

(iii) alphabetize according to initial letter;

(iv) invert surnames when alphabetizing;

75.21(3)(D)(iii)

(v) use basic parts of a book: table of contents, title page;

(vi) select a variety of media formats: books, filmstrips, audio tapes, records, games, puzzles, puppets; and

(vii) select television programs for information.

(B) Use equipment for educational purposes.

(i) follow oral instructions for using equipment: filmstrip and projector, listening center, microcomputer (if available).

(3) Skills in gathering, analyzing, interpreting, organizing, and evaluating information. The student will be provided opportunities to:

(A) Recognize the basic concept of information presented in a variety of formats using picture and oral clues;

75.22(3)(C)

(B) Use comprehension skills to gain meaning from whatever is read;

74.22(3)(B)(ii); TEAMS (Reading #3)

(i) understand the meaning of words in context;

75.22(3)(C)(i); TEAMS (Reading #1)

(ii) identify an explicitly stated main idea;

75.22(3)(C)(ii); TEAMS (Reading #7)

(iii) recall facts and details;

75.22(3)(C)(iii); TEAMS (Reading #8)

(iv) arrange events in sequential order;

75.22(3)(C)(iv)

(v) distinguish between fantasy and fact;

75.22(3)(C)(v)

(vi) summarize a selection;

75.22(3)(C)(vi)

(vii) identify the cause of a given event; and

75.22(3)(C)(vii); TEAMS (Reading #9)

(viii) predict probable future outcomes.

75.22(3)(E)

(C) Develop literary appreciation skills to provide personal enjoyment and scholastic growth; and

75.22(3)(E)(ii)

(i) respond to various forms of literature: poetry, folktales, picture and alphabet books, Caldecott medal winning books;

75.22(3)(E)(iii)

(ii) become acquainted with a variety of selections, characters, and themes of our literary heritage;

75.22(3)(E)(v)

(iii) follow story line involving several characters;

75.22(3)(E)(vi)

(iv) describe the time and setting of a story; and

75.22(3)(E)(vii)

(v) understand the feelings and emotions of characters.

75.29(3)(A,C)	(D) Know the patriotic customs and symbols of the state and nation.
	(4) Communication skills. The student will be provided opportunities to:
75.22(1)	(A) Develop listening skills in attending to, responding to, and analyzing oral communication;
75.22(1)(B); 75.22(3)(E)(i)	(i) listen to appreciate sound for each letter of the alphabet and the devices of repetition, rhyme, rhythm, alliteration, and onomatopoeia;
75.22(1)(C)	(ii) identify the main idea of a speaker's message; and
75.28(2)(B)(iii)	(iii) hear music that tells a story.
75.22(2)	(B) Develop speaking skills in order to use oral language to communicate effectively; and
75.22(3)(B)(i)	(i) relate experiences with appropriate vocabulary in complete sentences;
75.22(2)(A)(iii)	(ii) speak clearly and at an appropriate rate;
75.22(2)(A)(ii)	(iii) use a variety of words to express feelings and ideas;
75.22(2)(A)(iv)	(iv) contribute ideas and information in group discussions; and
75.22(2)(B)(i); 75.22(3)(C)(iv)	(v) sequence events appropriately when relating them.
	(C) Develop creative abilities for personal enjoyment and group participation.
75.22(1)(D)	(i) respond to storytelling by drawing or painting;
75.28(3)(B)	(ii) dramatize limited-action stories and poems using pantomime and puppetry;
75.22(2)(A)(i)	(iii) engage in creative activities and nonverbal communication;
75.22(2)(B)(ii)	(iv) present poems chorally;
75.27(3)(B,C)	(v) participate in rhythmic activities such as creative rhythms and singing games;
75.28(3)(A)(ii)	(vi) imitate sounds appropriate to the occasion or story;
75.28(1)(B)(i)	(vii) present creative ideas through student produced media: picture books, posters, simple transparencies, puppets, audio tapes; and
75.28(1)(D)(i)	(viii) explore artwork of students and major artists.

§75.22 English Language Arts

§75.27 Physical Education

§75.28 Fine Arts

§75.29 Social Studies, Texas and United States History

Grade Two

Library/Information Skills

Library/information skills, grade two, will include the following essential elements:

(1) Knowledge of and favorable attitudes toward the library media center (LMC). The student will be provided opportunities to:

(A) Locate the LMC;

(B) Identify areas of the LMC: circulation desk, listening and viewing area, picture and easy book sections, selected nonfiction areas, reference shelves, periodical area, card catalog, audiovisual materials storage, computer area (if available);

75.29(5)(D) (i) make and use simple neighborhood (LMC) maps; and

75.29(5)(E) (ii) interpret map keys and symbols.

(C) Name LMC personnel;

75.29(1) (D) Practice personal, social, and civic responsibilities;

75.29(1)(A) (i) explain acceptable ways of dealing with individual and group conflicts;

75.29(1)(B) (ii) accept responsibility for one's actions;

75.29(1)(C) (iii) volunteer for leadership activities;

75.29(1)(D) (iv) follow standards of honesty and fairness;

75.29(4)(C) (v) understand consequences for violating rules of the school;

(vi) check in and out materials with assistance as needed;

75.22(4)(C)(iv) (vii) write legible manuscript letters;

(viii) handle and care for materials and equipment;

(ix) exhibit appropriate behavior; and

(x) progress toward becoming an independent LMC user.

(E) Identify media formats and accompanying equipment: filmstrip and filmstrip projector, audio tape and tape recorder/player, 16mm film and projector, video cassette and video recorder/player and television monitor, phonograph record and player, listening center, floppy disk and microcomputer, transparency and overhead projector;

(F) Identify terms associated with book circulation and LMC use: book pocket, check out card, date due slip, shelf marker, book truck, book mark, dictionary, encyclopedia; and

(G) Identify the public library.

(2) Skills in the selection and use of materials for class and leisure activities. The student will be provided opportunities to:

(A) Recognize the variety of resources available in the LMC and use the appropriate tool for the task; and

75.22(3)(E)(iv)

(i) select books for individual needs and interests;

(ii) distinguish differences among books, newspapers, and magazines;

(iii) use an elementary dictionary to define words;

75.22(3)(B)(iv)

(iv) alphabetize according to two or more letters;

(v) invert surnames when alphabetizing;

75.22(3)(D)(iii)

(vi) use basic parts of a book: table of contents, title page;

(vii) select from a variety of media formats: books both fiction and nonfiction on a proper reading level, filmstrips, audio and video tapes, records, games, puzzles, microcomputer software;

(viii) begin selecting television programs for information; and

(ix) identify and use children's periodicals.

(B) Use equipment for educational purposes.

(i) follow oral instructions for using equipment; and

(ii) operate a cassette recorder/player, record player, filmstrip projector, listening center, microcomputer (if available).

(3) Skills in gathering, analyzing, interpreting, organizing, and evaluating information. The student will be provided opportunities to:

(A) Recognize the basic concept of information presented in a variety of formats using picture and oral clues;

75.24(7)(A)

(i) collect and organize information;

75.24(7)(B)

(ii) read bar graphs;

75.24(7)(C)

(iii) make picture graphs; and

75.24(3)(B)

(iv) use charts and graphs.

75.22(3)(C)

(B) Use comprehension skills to gain meaning from whatever is read;

75.22(3)(B)(ii)

(i) understand the meaning of words in context;

75.22(3)(C)(i)

(ii) identify the main idea of several paragraphs;

75.22(3)(C)(ii)

(iii) recall important facts and details from a selection;

75.22(4)(B)(ii); 75.22(3)(C)(iii); 75.25(3)(B)

(iv) arrange events in sequential order;

75.22(3)(C)(iv); 75.29(7)(A)

(v) distinguish between fantasy and fact in literary context and fact and fiction in historical context;

75.22(3)(C)(v)

(vi) summarize a selection;

75.22(3)(C)(vi)

(vii) identify cause and effect relationships; and

75.22(3)(C)(vii); 75.25(6)(A)

(viii) predict probable future outcomes.

75.22(3)(E)

(C) Develop literary appreciation skills to provide personal enjoyment and scholastic growth; and

75.22(3)(E)(ii)

(i) respond to various forms of literature;

75.22(3)(E)(iii)

(ii) become acquainted with a variety of selections, characters, and themes of our literary heritage;

75.22(3)(E)(v)

(iii) follow story line involving several characters;

75.22(3)(E)(vi)

(iv) describe the time and setting of a story; and

75.22(3)(E)(vii)

(v) understand the feelings and emotions of characters.

(D) Learn historical data about the local community.

75.29(3)(A)

(i) identify individuals of past and present significance to the community; and

75.29(3)(B)

(ii) know the significance of major historical celebrations in the community.

(4) Communication skills. The student will be provided opportunities to:

75.22(1)

(A) Develop listening skills in attending to, responding to, and analyzing oral communication;

75.22(1)(B); 75.22(3)(E)(i)

(i) listen to appreciate sound devices of repetition, rhyme, rhythm, alliteration, and onomatopoeia;

75.22(1)(C)

(ii) identify the main idea of a speaker's message;

75.22(1)(D)

(iii) respond to a speaker by asking questions and contributing information; and

75.28(2)(B)(iii)

(iv) hear music that tells a story.

75.22(2)(A)

(B) Develop speaking skills in order to use oral language to communicate effectively; and

75.22(3)(B)(i)

(i) relate experiences with appropriate vocabulary in complete sentences;

75.22(2)(A)(ii)

(ii) use a variety of words to express feelings and ideas;

75.22(2)(A)(iii)

(iii) speak clearly to a group;

75.22(2)(A)(iv)

(iv) respond to thoughts expressed by others in group discussions through questioning and contributing related ideas;

75.22(2)(B)(i)

(v) elaborate and use description when relating events orally; and

(vi) retell a story.

(C) Develop creative abilities for personal enjoyment and group participation.

(i) respond to storytelling by drawing or painting;

75.22(2)(A)(i)

(ii) engage in creative dramatic activities and nonverbal communication;

75.28(3)(B)

(iii) dramatize literary selections using shadow-play, pantomime, and imitative dialogue;

75.22(2)(B)(ii)	(iv)	present poems chorally;
75.27(3)(B, C)	(v)	participate in rhythmic activities such as creative rhythms and singing games;
75.28(3)(A)(ii)	(vi)	imitate sounds and dialogue appropriate to the occasion or story;
75.28(1)(B)(i); 75.29(7)(B)	(vii)	present thoughts, feelings, and creative ideas through student produced media: books, posters, transparencies, puppets, audio tapes; and
75.28(1)(D)(i)	(viii)	explore and examine artwork of students and major artists.

§75.22 English Language Arts

§75.24 Mathematics

§75.25 Science

§75.27 Physical Education

§75.28 Fine Arts

§75.29 Social Studies, Texas and United States History

Grade Three
Library/Information Skills

Library/information skills, grade three, will include the following essential elements:

(1) Knowledge of and favorable attitudes toward the library media center (LMC). The student will be provided opportunities to:

75.29(1) (A) Practice personal, social, and civic responsibilities;

75.29(1)(C) 75.29(2)(C) (i) demonstrate respect for public and private property;

(ii) give examples of public and private property;

(iii) exhibit appropriate behavior;

(iv) check in and out materials;

75.22(4)(C)(iv) (v) write legible cursive letters;

(vi) handle and care for materials and equipment; and

(vii) assume a responsibility for keeping the LMC neat and attractive.

(B) Identify areas of the LMC: circulation desk; listening and viewing area; fiction, nonfiction and picture book sections; reference shelves; periodical area; card catalog, audiovisual materials storage; computer area (if available);

(C) Identify and locate basic reference sources: dictionaries, encyclopedias, periodicals;

(D) Identify media formats and accompanying equipment: filmstrip and filmstrip projector, audio tape and tape recorder/player, 16mm film and projector, video cassette and video recorder/player and television monitor, phonograph record and player, tape or record player and listening center, floppy disk and microcomputer, transparency and overhead projector;

(E) Identify terms associated with book circulation and LMC use: book pocket, check out card, date due slip, shelf marker, book truck, book mark; and

(F) Identify public library resources and services.

(2) Skills in the selection and use of materials for class and leisure activities. The student will be provided opportunities to:

(A) Recognize the variety of resources available in the LMC and use the appropriate tool for the task; and

(i) choose the correct source for information: dictionary, encyclopedia, telephone directory, *Children's Magazine Guide*;

75.22(3)(D)(iv) (ii) use the dictionary and encyclopedia to locate information;

75.22(3)(B)(iv) (iii) use the dictionary to determine the meaning of words;

75.22(3)(A)(v) (iv) use the dictionary as a key to pronunciation including phonetic respelling and use the code marks of orthography;

	(v) alphabetize to the second letter;
75.22(3)(D)(v); 75.24(3)(D); 75.24(7)(B)	(vi) use graphic sources for information: simple maps, globes, charts, pictures, diagrams, bar and picture graphs;
75.22(3)(D)(iii); TEAMS (Reading #9)	(vii) use parts of a book: index, glossary, table of contents;
	(viii) use information about a book: author, title, illustrator, publisher, copyright date, index, guide words;
	(ix) recognize the card catalog as an index to the resources in the LMC;
	(x) understand the purpose of and use the card catalog to locate materials according to author, title, and subject;
	(xi) understand the information found on a catalog card;
TEAMS (Mathematic #1)	(xii) use call numbers to locate material;
	(xiii) select materials from the various Dewey classes of nonfiction;
75.22(3)(E)(iv)	(xiv) select books for individual needs and interests;
	(xv) select from a variety of media formats: books both fiction and nonfiction on a proper reading level, filmstrips, audio and video tapes, records, games, puzzles, puppets, microcomputer software;
75.22(4)(A)(ii)	(xvi) expand topics by collecting information from a variety of sources (basic reference sources);
75.25(4)(D)	(xvii) obtain science information from varied resources;
	(xviii) prepare simple reports integrated with a unit of classroom study as an individual or group project;
	(xix) browse purposefully through current materials;
	(xx) use television as an information source and begin to evaluate one's television viewing habits; and
	(xxi) use computers as a communication tool.
	(B) Use equipment for educational purposes.
	(i) use audiovisual equipment with appropriate materials;
	(ii) use a simple still camera; and
75.22(3)(D)(i)	(iii) follow two- and three-step directions.
	(3) Skills in gathering, analyzing, interpreting, organizing, and evaluating information. The student will be provided opportunities to:
75.22(3)(C)	(A) Use comprehension skills to gain meaning from whatever is read;
75.22(3)(B)(ii); TEAMS (Reading #4)	(i) understand the meaning of words in context;
75.22(3)(A)(iv)	(ii) use context clues for word identification;

75.22(3)(C)(i); TEAMS (Reading #7)

(iii) identify the main idea of a selection;

75.22(3)(C)(ii); TEAMS (Reading #5)

(iv) recall important facts and details that support the main idea;

75.22(3)(C)(iii); TEAMS (Reading #6)

(v) arrange events in sequential order when signal words are not stated;

75.22(3)(C)(iv)

(vi) distinguish between fact and nonfact including opinion;

75.22(3)(C)(v)

(vii) summarize and paraphrase a selection;

75.22(3)(C)(vi)

(viii) understand the multiple causes of a given event;

75.22(3)(C)(vii); 75.25(6); TEAMS (Reading #8)

(ix) predict probable future outcomes; and

75.22(3)(C)(viii)

(x) draw conclusions.

75.22(3)(E)

(B) Develop appreciation skills to provide personal enjoyment and scholastic growth;

(i) Recognize Caldecott and Newbery prize winners as well as outstanding authors/illustrators;

75.22(3)(E)(i)

(ii) differentiate between figurative and literal language;

75.22(3)(E)(ii)

(iii) respond to various forms of literature;

75.22(3)(E)(iii)

(iv) become acquainted with a variety of selections, characters, and themes of our literary heritage;

(v) compare different versions of the same story;

75.22(3)(E)(v)

(vi) follow plot in longer stories that are not chronological;

75.22(3)(E)(vi)

(vii) describe the time and setting of a story;

75.22(3)(E)(vii)

(viii) understand the feelings and emotions of characters; and

(ix) develop an awareness of quality in materials: classics of literature and film.

75.29(6)(A)

(C) Identify local traditions, customs, and folkways; and

75.29(6)(C)

(D) Identify racial and ethnic contributions in the community and state.

(4) Communication skills. The student will be provided opportunities to:

75.22(1)

(A) Develop listening skills in attending to, responding to, and analyzing oral communication;

(i) listen attentively and with a purpose both in a group and individually;

75.22(1)(B)

(ii) listen to appreciate sound devices of rhythm, rhyme, alliteration, repetition, and onomatopoeia;

75.22(1)(C)

(iii) recognize a speaker's purpose for a presentation;

75.22(1)(D)

(iv) respond to a speaker by asking questions and contributing information;

75.22(1)(E)		(v)	distinguish between fact and opinion; and
75.28(2)(B)(ii)		(vi)	hear music that tells a story.
75.22(2)(A)	(B)	Develop speaking skills in order to use oral language to communicate effectively; and	
75.22(3)(D)(ii)		(i)	develop facility in oral reading for audiences;
75.22(3)(B)(i)		(ii)	relate experiences with appropriate vocabulary in complete sentences;
75.22(2)(A)(ii)		(iii)	use a variety of words to express feelings and ideas;
75.22(2)(A)(iii)		(iv)	speak clearly to a group;
75.22(2)(B)(i)		(v)	elaborate and use description when relating events orally; and
75.22(2)(B)(iv)		(vi)	read stories and poems with appropriate verbal and nonverbal communication.
	(C)	Develop creative abilities for personal enjoyment and group participation.	
75.22(2)(A)(i)		(i)	engage in creative dramatic activities and nonverbal communication;
75.28(3)(B)		(ii)	dramatize literary selections using shadow play, pantomime, and imitative dialogue;
75.28(3)(A)(ii)		(iii)	imitate sounds and dialogue appropriate to the occasion or story;
75.22(2)(A)(iv)		(iv)	use visual aids in making oral presentations;
75.28(1)(B)(i)		(v)	express individual ideas, thoughts, and feelings through the production of simple media: drawing, painting, printmaking, dioramas, charts, maps, transparencies, photographs;
		(vi)	make a model book with title, author, covers, publisher, copyright date, table of contents, index; and
75.28(1)(D)(i)		(vii)	explore and examine artwork of students and major artists.

§75.22 English Language Arts

§75.24 Mathematics

§75.25 Science

§75.28 Fine Arts

§75.29 Social Studies, Texas and United States History

Texas Educational Assessment of Minimum Skills: Reading Objectives, 1986.

Texas Educational Assessment of Minimum Skills: Mathematics Objectives, 1986.

Grade Four
Library/Information Skills

Library/information skills, grade four, will include the following essential elements:

(1) Knowledge of and favorable attitudes toward the library media center (LMC). The student will be provided opportunities to:

(A) Identify areas of the LMC: fiction and nonfiction sections, biography shelves, reference area, equipment storage, production area, microcomputer laboratory (if available);

(B) Identify and locate specific media and accompanying equipment: phonograph records and players, transparencies and overhead projectors, audio tapes and recorder/players, video cassettes and video recorder/players and television monitors, filmstrips and filmstrip projectors, computer software and microcomputers;

(C) Identify and locate basic reference sources: dictionaries, encyclopedias, almanacs, atlases, newspapers, periodicals;

(D) Identify and use basic instructional media: globes, maps, charts;

(E) Identify public library resources and services; and

75.29(1)

(F) Practice personal, social, and civic responsibilities.

(i) check in and out materials;

75.22(4)(C)(iv)

(ii) write legible cursive letters;

(iii) handle and care for materials; and

(iv) respect the rights of other users.

(2) Skills in the selection and use of materials for class and leisure activities. The student will be provided opportunities to:

(A) Recognize the variety of resources available in the LMC and use the appropriate tool for the task; and

(i) demonstrate knowledge of the purposes of dictionaries, encyclopedias, atlases, almanacs, the *Children's Magazine Guide*;

75.22(3)(D)(iv)

(ii) use the dictionary and the encyclopedia to locate information;

(iii) distinguish among abridged, unabridged, and special purpose dictionaries;

75.22(3)(A)(iii)

(iv) use the dictionary as a key to pronunciation including phonetic spelling;

75.22(3)(B)(iv)

(v) use the dictionary to determine meaning of words;

75.22(3)(D)(v); 75.24(3)(D); 75.25(4)(C); 75.29(7)(B)

(vi) use graphic sources for information such as simple maps, charts, globes, pictures, diagrams, and bar graphs;

(vii) identify basic map symbols;

(viii) use newspapers and magazines for information and pleasure;

75.22(3)(D)(iii)

(ix) use parts of a book such as index and glossary;

(x) use additional information about or included in a book: author, title, illustrator, publisher, copyright date, table of contexts, appendix;

(xi) perceive the purpose of the information on catalog cards or a computer catalog as an index to the resources in the LMC;

(xii) use the card catalog to locate materials according to author, title, and subject;

75.24(1)(D)

(xiii) use call numbers to locate materials;

(xiv) alphabetize to the third letter;

(xv) begin to use subject headings, guide words, and cross references;

(xvi) distinguish among types of biography: collective, individual, and autobiography;

(xvii) select materials from the various Dewey classes of nonfiction;

75.22(3)(E)(iv)

(xviii) select books for individual needs and interest;

75.22(4)(A)(i)

(xix) use ideas and information from sources other than personal experiences for writing;

75.22(4)(A)(ii)

(xx) expand topics by collecting information from a variety of sources;

(xxi) browse purposefully through current materials;

(xxii) use computers as a communication tool; and

(xxiii) use television as an information source and begin to evaluate one's television viewing habits.

(B) Use equipment for educational purposes.

(i) locate and operate audiovisual equipment with nonprint media: overhead projector, filmstrip projector, tape recorder/player, record player, listening center, opaque projector, simple still camera, and other simple items;

(ii) load computer software from an external storage medium; and

75.22(3)(D)(i)

(iii) follow multistep directions.

(3) Skills in gathering, analyzing, interpreting, organizing, and evaluating information. The student will be provided opportunities to:

75.22(3)(C)

(A) Use comprehension skills to gain meaning from whatever is read;

75.22(3)(A)(ii)

(i) use context clues for word identification;

75.22(3)(B)(ii)

(ii) understand words in context including modifying phrases or clauses;

75.22(3)(D)(vi)

(iii) adjust the method and rate of reading to the purpose and type of material including study-type reading;

75.22(3)(C)(i)		(iv)	identify an implied main idea;
75.22(3)(C)(ii)		(v)	recall facts and details that support the main idea;
75.22(3)(C)(iii); 75.25(3)		(vi)	arrange events in sequential order when signal words are not stated;
75.22(3)(C)(iv)		(vii)	distinguish between fact and nonfact including fiction and nonfiction;
75.29(7)(A)		(viii)	distinguish between personal opinions and factual accounts of events in social studies materials;
75.22(3)(C)(v)		(ix)	summarize and paraphrase a selection;
75.22(3)(C)(vi)		(x)	identify the multiple causes of a given event or a character's conclusions;
75.22(3)(C)(vii); 75.24(7)(C); 75.25(6)		(xi)	predict probable future outcomes; and
75.22(3)(C)(viii)		(xii)	draw conclusions.
75.22(3)(E)	(B)	Develop literary appreciation skills to provide personal enjoyment and scholastic growth; and	
		(i)	Recognize Caldecott and Newbery Award winning books as well as outstanding authors and illustrators;
75.22(3)(E)(i)		(ii)	differentiate between figurative and literal language;
75.22(3)(E)(ii)		(iii)	respond to various forms of literature;
		(iv)	become aware of biography and poetry as literary forms;
75.22(3)(E)(iii)		(v)	become acquainted with a variety of selections, characters, and themes of our literary heritage;
		(vi)	compare different versions of the same story;
75.22(3)(E)(v)		(vii)	follow plots in longer stories that are not chronological;
75.22(3)(E)(vi)		(viii)	describe the time and setting of a story;
75.22(3)(E)(vii)		(ix)	understand the feelings and emotions of characters;
		(x)	draw implications and conclusions from materials read, viewed, heard;
		(xi)	describe advertising techniques; and
		(xii)	develop an awareness of quality in materials: classics of literature and film.
	(C)	Widen knowledge about our state.	
75.29(3)(C)		(i)	identify significant individuals and their contributions to Texas history;
75.29(6)(A)		(ii)	describe how traditions, customs, folkways and religious beliefs differ among individuals and groups;
75.29(6)(B)		(iii)	describe the influence of other cultures on Texas.
	(4)	Communication skills. The student will be provided opportunities to:	

75.22(1)	(A)	Develop listening skills in attending to, responding to, and analyzing oral communication;
75.22(1)(A)	(i)	employ active listening in a variety of situations;
75.22(1)(B)	(ii)	listen to appreciate sound devices of rhythm, rhyme, alliteration, and onomatopoeia;
75.22(1)(C)	(iii)	recognize a speaker's purpose for a presentation;
75.22(1)(D)	(iv)	select from an oral presentation the information needed;
75.22(1)(E)	(v)	distinguish between fact and opinion;
75.28(2)(B)(ii)	(vi)	hear music that tells a story; and
75.28(2)(B)(iv)	(vii)	hear music of other cultures.
75.22(2)(A)	(B)	Develop speaking skills in order to use oral language to communicate effectively; and
75.22(3)(D)(ii)	(i)	develop facility in oral reading for audiences;
75.22(3)(B)(i)	(ii)	relate experiences with appropriate vocabulary in complete sentences;
75.22(2)(A)(ii)	(iii)	use a variety of words to express feelings and ideas;
75.22(2)(A)(iii)	(iv)	make organized oral presentations; and
75.22(2)(A)(iv)	(v)	participate on committees and panels and in group problem-solving activities.
	(C)	Develop creative abilities for personal enjoyment and group participation.
75.22(2)(A)(i)	(i)	engage in creative dramatic activities and nonverbal communications;
75.28(3)(B)	(ii)	dramatize literary selections using shadow play, pantomime, imitative dialogue, improvisation, characterization, and puppetry;
75.28(3)(A)(i)	(iii)	develop body awareness and spatial perception using rhythmic and imitative movements, sensory awareness, and pantomime;
	(iv)	produce and use visual aids in making presentations: transparencies, dioramas, charts, maps, models, video and audio tapes, filmstrips;
75.28(1)(B)(i)	(v)	express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, photography;
75.22(2)(B)(iv)	(vi)	present stories, puns, riddles, anecdotes, and plays for entertainment;
75.28(1)(D)(i)	(vii)	explore, examine, and evaluate artwork of students and major artists;
75.28(3)(C)(ii)	(viii)	participate in group planning for story dramatization; and
	(ix)	write simple computer programs.

§75.22 English Language Arts
§75.24 Mathematics
§75.25 Science
§75.28 Fine Arts
§75.29 Social Studies, Texas and United States History

Grade Five

Library/Information Skills

Library/information skills, grade five, will include the following essential elements:

(1) Knowledge of and favorable attitudes toward the library media center (LMC). The student will be provided opportunities to:

(A) Locate the various areas of the LMC;

75.29(1)

(B) Develop personal, social, and civic responsibilities by demonstrating responsibility in the use and return of LMC materials and demonstrating a knowledge of acceptable behavior;

(C) Respect the rights of all LMC users; and

(D) Describe the resources and services of the public library, museums, and other community resources.

(2) Skills in the selection and use of materials for class and leisure activities. The student will be provided opportunities to:

(A) Recognize the variety of resources available in the LMC and choose the proper tool to locate material; and

(i) identify the purpose of research by focusing on a specific question to be answered;

75.29(7)(B); 75.22(3)(D)(iv)

(ii) demonstrate a knowledge of the purposes of dictionaries, encyclopedias, atlases, almanacs, and other reference books by locating information in these resources;

75.22(3)(A)(iii)

(iii) use the dictionary as a key to pronunciation including phonetic spelling;

75.22(3)(B)(iv)

(iv) use the dictionary to determine formal and informal language;

75.22(3)(D)(v); 75.24(3)(D); 75.24(7)(A, B); TEAMS (Reading #9); TEAMS (Mathematics #11)

(v) use graphic sources for information such as tables and lists, charts and graphs, maps and globes, timetables, pictures and diagrams, scale drawings, transportation schedules;

(vi) identify and use types of information available in newspaper sections and special features;

75.22(3)(D)(iii); TEAMS (Reading #8)

(vii) use parts of a book: preface, copyright page;

TEAMS (Reading #8)

(viii) use additional information contained in a book: index, table of contents, appendix, bibliography, footnotes, glossary;

(ix) understand the purpose of the card catalog or computer catalog as an index to materials in the LMC;

(x) use the card catalog or computer catalog to locate materials by author, title, and subject;

(xi) use "see" and "see also" references in using the card catalog and reference sources;

(xii) demonstrate a knowledge of current American Library Association filing rules;

(xiii) alphabetize word by word;

75.24(1)(A, D, E)

(xiv) use the call number to locate resources; and

75.22(4)(A)(i)

(xv) use ideas and information from sources other than personal experiences for writing.

(B) Use equipment for educational purposes.

75.22(3)(D)(i)

(i) follow a set of instructions;

(ii) load computer software; and

(iii) operate video tape and/or video disk equipment.

(3) Skills in gathering, analyzing, interpreting, organizing, and evaluating information. The student will be provided opportunities to:

75.22(3)(C)

(A) Use comprehension skills to gain meaning from whatever is read or observed;

75.22(3)(A)(ii)

(i) use context clues for word identification;

75.22(3)(B)(ii); TEAMS (Reading #1)

(ii) use context to understand the meaning of words;

75.22(3)(D)(vi)

(iii) adjust the method and rate of reading to the purpose and type of material including study-type reading;

75.22(3)(C)(i); TEAMS (Reading #4)

(iv) identify an implied main idea of a longer selection;

75.22(3)(C)(ii); TEAMS (Reading #2)

(v) recall specific facts and details that support the main idea and/or conclusion;

75.22(3)(C)(iii); 75.29(7)(A); TEAMS (Reading #3)

(vi) arrange events in sequential order when sequence is not stated;

75.22(3)(C)(iv) TEAMS (Reading #5)

(vii) distinguish among fact, nonfact, opinion, and propaganda;

75.22(3)(C)(v)

(viii) summarize a selection;

75.22(3)(C)(vi); 75.25(6)(B); TEAMS (Reading #6)

(ix) understand cause and effect relationship;

75.22(3)(C)(vii); 75.25(6)(A)

(x) predict probable future outcomes or actions;

75.22(3)(C)(viii); TEAMS (Reading #7)

(xi) draw logical conclusions;

75.22(3)(C)(ix)

(xii) make generalizations;

75.22(3)(C)(x)

(xiii) evaluate and make judgments;

(xiv) categorize information into appropriate subjects;

(xv) organize information collected from a variety of sources, generalize or summarize the information, make an outline, take notes from print and nonprint resources, make a simple bibliography;

(xvi) classify television programming as advertisements, documentaries, drama, news, situation comedies;

(xvii) distinguish among types of biographies: autobiography, collective, individual; and

75.22(3)(D)(v)

(xviii) compare the information on charts, graphs, tables, and lists.

75.22(3)(E)

(B) Develop literary appreciation skills to provide personal enjoyment and scholastic growth; and

(i) recognize Newbery Award winning books as well as outstanding authors and illustrators;

75.22(3)(E)(ii)

(ii) respond to various forms of literature;

(iii) distinguish among types of literature: myths and legends, plays, fantasy, historical fiction, and information articles;

75.22(3)(E)(iii)

(iv) become acquainted with a variety of selections, characters, and themes of our literary heritage;

(v) compare different versions of the same story;

75.22(3)(E)(v)

(vi) recognize differences in first and third person point of view;

75.22(3)(E)(vi)

(vii) describe the time and setting of a story;

75.22(3)(E)(vii)

(viii) explain and relate to the feelings and emotions of characters;

(ix) draw conclusions and implications from materials read, viewed, heard;

75.22(3)(E)(iv)

(x) select books for individual needs and interests;

(xi) describe advertising techniques; and

(xii) develop an awareness of quality in materials: classics of literature and film.

75.29(3)

(C) Widen knowledge about our state, nation, and world.

75.29(3)(B)

(i) know about significant American leaders and their contributions to American history;

75.29(6)(A)

(ii) identify holidays and celebrations in the nation that are cultural-group related;

75.29(6)(B)

(iii) identify the contributions of various cultures to the American way of life (art, music, literature);

75.29(7)(C)

(iv) classify social studies materials as primary or secondary; and

75.29(7)(D)

(v) evaluate information from various social studies sources.

(4) Communication skills. The student will be provided opportunities to:

75.22(1)

(A) Develop listening skills in attending to, responding to, and analyzing oral communication;

75.22(1)(A)

(i) employ active listening in a variety of situations;

75.22(1)(B)

(ii) listen to appreciate sound devices of rhythm, rhyme, alliteration, and onomatopoeia;

75.22(1)(C)

(iii) follow the logical organization of an oral presentation;

75.22(1)(D)

(iv) select from an oral presentation the information needed;

75.22(1)(E)

(v) detect the use of propaganda and overgeneralization;

75.28(2)(B)(ii)

(vi) hear music that tells a story;

75.28(2)(B)(iv)

(vii) hear music of other cultures; and

75.28(2)(B)(v)

(viii) hear American music including folk, spiritual, jazz, pop, countrywestern, serious composers.

75.22(2)(A)

(B) Develop speaking skills in order to use oral language to communicate effectively; and

75.22(3)(D)(ii)

(i) develop facility in oral reading for an audience;

75.22(2)(A)(ii)

(ii) use a variety of words to express feelings and ideas;

75.22(2)(A)(iii)

(iii) make organized oral presentations;

75.22(2)(A)(iv)

(iv) participate on committees and panels and in group problem-solving activities; and

75.22(3)(B)(i)

(v) relate experiences with appropriate vocabulary in complete sentences.

(C) Develop creative abilities for personal enjoyment and group participation.

75.22(2)(A)(i)

(i) engage in creative dramatic activities and nonverbal communications;

75.22(2)(B)(iv)

(ii) present stories, puns, riddles, and plays for entertainment;

75.28(3)(B)

(iii) dramatize literary selections and original stories using shadow play, pantomime, imitative dialogue, improvisation, characterization, and puppetry;

75.28(3)(C)(ii)

(iv) participate in group planning for story dramatization;

(v) operate simple equipment for presentations: audio recorders, videotape and/or videodisk equipment, microcomputer;

(vi) produce and use visual aids in making presentations: transparencies, dioramas, charts, posters, maps, models, video and audio tapes, filmstrips;

75.28(1)(B)(i)

(vii) express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, photography;

75.28(1)(C)(i)

(viii) look at and talk about contemporary and past artworks including primary sources and art visuals;

75.28(1)(D)(i)

(ix) explore, examine, and evaluate artwork of students and major artists, and home and community design;

(x) write simple computer programs; and

(xi) use computer software in various applications.

§75.22 English Language Arts

§75.24 Mathematics

§75.28 Fine Arts

§75.29 Social Studies, Texas and United States History

Texas Educational Assessment of Minimum Skills: Mathematics Objectives, 1986

Texas Educational Assessment of Minimum Skills: Reading Objectives, 1986

Grade Six

Library/Information Skills

Library/information skills, grade six, will include the following essential elements:

(1) Knowledge of and favorable attitudes toward the library media center (LMC). The student will be provided opportunities to:

(A) Locate the various areas of the LMC;

75.29(1)

(B) Develop personal, social, and civic responsibilities; and

(i) demonstrate a knowledge of acceptable behavior in the LMC; and

(ii) demonstrate responsibility in the use and return of library materials.

(C) Describe the resources and services of the public library, museums, and other community resources.

(2) Skills in the selection and use of materials for class and leisure activities. The student will be provided opportunities to:

(A) Recognize the variety of resources available in the LMC and choose the proper tool to locate materials; and

(i) identify the purpose of research by focusing on a specific question to be answered;

(ii) select the correct source for specific information: *Children's Magazine Guide* or *Abridged Reader's Guide*, general encyclopedias, general dictionaries, almanacs, atlases, single volume reference books, specialized dictionaries, periodicals, *Current Biography*, verticle file;

75.22(3)(D)(iv)

(iii) use periodicals, the card catalog, and reference works to locate information;

75.22(3)(A)(iii)

(iv) use the dictionary as a key to pronunciation including phonetic respelling;

75.22(3)(B)(iv)

(v) use the dictionary to determine word origins and word histories;

(vi) use various aids that assist in the use of dictionaries and encyclopedias: guide words, headings, subheadings;

(vii) identify and use types of information available in newspapers and periodicals;

75.22(3)(D)(iii)

(viii) use parts of a book: footnotes and appendices;

(ix) identify and use additional parts of a book: title page, copyright date, table of contents, preface, glossary, index, bibliography;

(x) understand the purpose of the card catalog or computer catalog as an index to resources in the LMC;

(xi) use the card catalog or computer catalog to locate materials by author, title, and subject;

(xii) use "see" and "see also" references in the card catalog and reference sources;

(xiii) demonstrate a knowledge of current American Library Association filing rules;

(xiv) alphabetize word by word in using the card catalog; and

(xv) use the call number to locate resources.

(B) Use equipment for educational purposes.

(i) select audiovisual media appropriate for a specific task;

75.22(3)(D)(i)

(ii) follow complex directions;

(iii) operate video tape and/or video disk equipment; and

(iv) load computer software.

(3) Skills in gathering, analyzing, interpreting, organizing, and evaluating information. The student will be provided opportunities to:

75.22(3)(C)

(A) Use comprehension skills to gain meaning from whatever is read or observed;

75.22(3)(A)(ii)

(i) use context clues for word identification;

75.22(3)(B)(ii)

(ii) use context to understand the meaning of words;

75.22(3)(C)(i)

(iii) identify an implied main idea of a longer selection;

75.22(3)(C)(ii)

(iv) recall specific facts and details that support the main idea and/or conclusion;

75.22(3)(C)(iii); 75.25(4)(E)

(v) arrange events in sequential order including time and degree of importance;

75.22(3)(C)(v)

(vi) summarize a selection;

75.22(3)(C)(vi); 75.25(6)(C)

(vii) understand cause and effect relationships;

75.22(3)(C)(vii)

(viii) predict probable future outcomes or actions;

75.22(3)(C)(viii)

(ix) draw logical conclusions;

75.22(3)(C)(ix)

(x) make generalizations;

75.22(3)(C)(x)

(xi) evaluate and make judgments;

(xii) categorize information into appropriate subjects;

(xiii) organize information collected from a variety of sources, generalize or summarize the information, make an outline, take notes from print and nonprint resources, make a simple bibliography;

75.22(3)(D)(v); 75.24(3)(E)

(xiv) interpret and compare the information on charts, graphs, tables, and lists;

(xv) interpret maps and map symbols;

75.29(5)(F)

(xvi) recognize various types of map projections;

75.22(3)(D)(vi)

(xvii) adjust the method and rate of reading to the purpose and type of material including study-type reading;

(xviii) distinguish among fact, opinion, propaganda, and fiction;

(xvix) classify television programming as advertisement, drama, news, comedy; and

(xx) distinguish among types of biography: autobiography, collective, individual.

75.22(3)(E)

(B) Develop literary appreciation skills to provide personal enjoyment and scholastic growth; and

(i) recognize Newbery Award winning books as well as outstanding authors and illustrators;

75.22(3)(E)(ii)

(ii) respond to various forms of literature;

75.22(3)(E)(iv)

(iii) select books for individual needs and interests;

(iv) distinguish among types of literature: myths and legends, drama, fantasy, folklore, fiction of various styles, poetry, informative articles;

75.22(3)(E)(iii)

(v) become acquainted with a variety of selections, characters, and themes of our literary heritage;

75.22(3)(E)(v)

(vi) recognize differences in first and third person points of view;

75.22(3)(E)(vi)

(vii) describe the time and setting of a story;

75.22(3)(E)(vii)

(viii) explain and relate to the feelings and emotions of characters; and

(ix) develop an awareness of quality in literature and the arts.

75.29(3)(B)

(C) Widen knowledge about our world by identifying significant individuals and their contributions to world history.

(4) Communication skills. The student will be provided opportunities to:

75.22(1)

(A) Develop listening skills in attending to, responding to, and analyzing oral communication;

75.22(1)(A)

(i) employ active listening in a variety of situations;

75.22(1)(B)

(ii) listen to appreciate sound devices of rhythm, rhyme, alliteration, and onomatopoeia;

75.22(1)(C)

(iii) follow the logical organization of an oral presentation;

75.22(1)(D)

(iv) select from an oral presentation the information needed;

75.22(3)(C)(iv)

(v) recognize various persuasive devices;

75.22(1)(E)

(vi) determine the speaker's motive, bias, and point of view;

75.28(2)(B)(ii)

(vii) hear music that tells a story;

75.28(2)(B)(iv)

(viii) hear music of other cultures;

75.28(2)(B)(v)

(ix) hear American music including folk, spiritual, jazz, pop, countrywestern, serious composers; and

75.28(2)(B)(vi)

(x) hear music of other times in history including choral and instrumental.

75.22(2)(A)

(B) Develop speaking skills in order to use oral language to communicate effectively; and

75.22(3)(D)(ii)

(i) develop facility in oral reading for audience;

75.22(3)(B)(i)

(ii) relate experiences with appropriate vocabulary in complete sentences;

75.22(2)(A)(ii)

(iii) use a variety of words to express feelings and ideas; and

(iv) participate on committees and panels and in small group discussion activities.

(C) Develop creative abilities for personal enjoyment and group participation.

75.22(2)(A)(i)

(i) engage in creative dramatic activities and nonverbal communication;

75.22(2)(B)(iv)

(ii) relate stories, puns, riddles, anedotes, and plays for entertainment;

75.28(3)(B)

(iii) dramatize literary selections and original stories using shadowplay, pantomime, imitative dialogue, improvisation, characterization, puppetry, and situation role-playing;

75.28(3)(C)(ii)

(iv) participate in group planning for story dramatization;

(v) operate simple equipment for presentations;

(vi) produce and use a variety of media in making presentations: transparencies, dioramas, charts, posters, maps, models, video and audio tapes, filmstrips;

75.28(1)(B)(i)

(vii) express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, and photography;

75.28(1)(C)(i)

(viii) look at and talk about contemporary and past artworks including primary sources and visuals;

75.28(1)(D)(i)

(ix) explore, examine, and evaluate artwork of students, major artists and home and community design;

(x) write simple computer programs;

(xi) use computer software in various applications; and

(xii) develop advertisements for a specific purpose.

§75.22 English Language Arts

§75.24 Mathematics

§75.25 Science

§75.28 Fine Arts

§75.29 Social Studies, Texas and United States History

Grade Seven

Library/Information Skills

Library/information skills, grade seven, will include the following essential elements:

(1) Knowledge of and favorable attitudes toward the library media center (LMC). The student will be provided opportunities to:

(A) Locate the various areas of the LMC;

(B) Demonstrate a knowledge of acceptable behavior in the LMC;

(C) Demonstrate responsibility in the use and return of LMC materials;

(D) Describe the resources and services of the public library, museums, and other community resources; and

(E) Understand the concept of the reserve system.

(2) Skills in the selection and use of materials for class and leisure activities. The student will be provided opportunities to:

(A) Recognize the variety of resources available in the LMC and use the appropriate tool for the task;

TEAMS (Reading #10)

(i) identify the appropriate source to obtain information;

75.41(a)(4)(J); 75.41(c)(4)(C); 75.41(e)(4)(B)

(ii) use the card catalog or computer catalog and standard library references;

(iii) recognize the basic types and characteristics of nonfiction and fiction; and

(iv) locate materials through the use of the LMC classification system with subdivisions.

(B) Use materials in class and leisure activities; and

75.48(a)(4)(A)

(i) locate and gather information;

75.48(a)(4)(C)

(ii) translate information from one medium to another;

75.41(c)(1)(C); 75.41(e)(1)(D)

(iii) use dictionaries for word pronunciation;

75.41(c)(2)(A)

(iv) use advanced dictionaries for determining word meaning;

(v) use specialized reference tools in addition to standard volumes: *Current Biography, Junior Book of Authors*, geographical and biographical dictionaries, subject oriented reference sets;

75.41(c)(4)(B); 75.41(e)(4)(C); TEAMS (Reading #8)

(vi) identify the form and function of various parts of a book;

(vii) use a general magazine index to locate specific information on a given topic;

75.41(e)(4)(D); TEAMS (Reading #9); TEAMS (Mathematics #9)

(viii) use graphic sources: charts, graphs, maps, diagrams;

(ix) use footnotes and bibliographies from all formats to locate information and documentation; and

(x) use community and public library resources.

(C) Use equipment for educational purposes.

(i) select audiovisual media and equipment appropriate for a specific task;

75.41(e)(4)(A)

(ii) follow a set of written directions;

75.51(3)(A)

(iii) load software from an external source; and

75.51(3)(B)

(iv) use software packages in a variety of applications.

(3) Skills in gathering, analyzing, interpreting, organizing, and evaluating information. The student will be provided opportunities to:

(A) Find information on a variety of topics;

75.48(b)(2)(B)

(i) identify significant individuals in the struggle for Texas independence;

75.48(b)(1)(C)

(ii) identify and explain significant historical personalities in the exploration and colonization of Texas;

75.48(b)(3)(E)

(iii) identify significant individuals from post-Reconstruction to present;

75.48(b)(3)(F)

(iv) identify ethnic and racial groups that settled in Texas and the reasons for their migration;

75.49(b)(3)(A); 75.49(b)(4)(D)

(v) locate, obtain, and use pertinent information about schools and training programs;

75.49(b)(4)(G)

(vi) identify sources of financial assistance for any type of education or experience;

75.49(b)(5)(A)

(vii) locate information about job opportunities for which one is qualified;

75.47(b)(3)(A)

(viii) learn about the history and development of musical instruments; and

75.47(b)(4)(B)

(ix) learn about the lives and works of selected composers.

(B) Process information; and

(i) identify the purpose of research by focusing on a specific question to be answered;

75.41(a)(1)(A)

(ii) synthesize and organize information collected from several sources, generalize or summarize the information, make an outline, take notes from print and nonprint resources, make a bibliography;

75.41(a)(1)(D)

(iii) use direct quotations from written and oral sources;

75.41(c)(1)(A); 75.41(e)(1)(B) TEAMS (Reading #1);

(iv) apply contextual clues;

75.41(a)(4)(A); 75.41(c)(2)(B); 75.41(e)(2)(A)	(v)	choose appropriate meaning of multimeaning words;
75.41(e)(3)(A); TEAMS (Reading #4)	(vi)	select the directly stated or implied main idea in paragraphs and in longer selections;
75.41(a)(4)(B); 75.41(c)(3)(A); TEAMS (Reading #2 & #4)	(vii)	identify and evaluate main idea statements and subordinate related details;
75.41(e)(3)(B); TEAMS (Reading #2)	(viii)	recognize specific facts and details supporting the main idea;
75.41(a)(4)(C); 75.41(c)(3)(B); 75.41(e)(3)(C); TEAMS (Reading #3)	(ix)	arrange details and events in sequential or simultaneous order;
75.48(a)(4)(K); TEAMS (Reading #3)	(x)	sequence historical data and information;
75.41(a)(4)(D); 75.41(c)(3)(C); 75.41(e)(3)(F); 75.48(a)(4)(M); TEAMS (Reading #6)	(xi)	perceive cause and effect relationships;
75.41(a)(4)(G); 75.41(e)(3)(E); 75.48(a)(4)(E); TEAMS (Reading #5)	(xii)	distinguish between fact and nonfact, fact and opinion;
75.48(a)(4)(F)	(xiii)	analyze information;
75.48(a)(4)(H)	(xiv)	synthesize information;
75.41(a)(4)(F); 75.41(c)(3)(D)	(xv)	summarize and make generalizations;
75.41(c)(3)(I); 75.41(e)(3)(D); 75.48(a)(4)(G); TEAMS (Reading #7)	(xvi)	draw conclusions and make inferences;
75.41(a)(4)(E); 75.41(c)(3)(H); 75.41(e)(3)(G); TEAMS (Mathematics #11)	(xvii)	predict probable future actions or outcomes;
75.41(a)(4)(I); 75.41(c)(4)(A)	(xviii)	follow written directions including substeps;
75.41(c)(4)(D); TEAMS (Reading #9)	(xix)	interpret diagrams, graphs, and statistical illustrations;

75.41(c)(4)(E)

(xx) vary rate of reading according to purpose; and

(xxi) comply with copyright regulations.

(C) Develop literary appreciation skills and critical judgment to provide personal enjoyment and scholastic growth.

75.41(a)(3)(A) (i) follow plot and character development in stories;

75.41(a)(3)(B) (ii) recognize figurative language;

75.41(a)(3)(C) (iii) recognize literary traditions of cultural groups;

75.41(a)(3)(D) (iv) recognize folk literature, legends, and myths;

75.41(a)(4)(H); 75.41(c)(3)(F) (v) identify the author's point of view, purpose, and opinion;

75.41(c)(3)(E) (vi) distinguish between facts and fictional details;

75.41(c)(3)(G) (vii) compare and contrast viewpoints on the same topic;

(viii) use critical evaluation skills in television viewing;

(ix) recognize propaganda techniques used in advertisements;

(x) recognize bias and stereotypes in materials; and

(xi) determine currentness and appropriateness of materials.

(4) Skills in communication including the evaluation and production of oral, written, and visual material.

(A) Participate in speaking and listening activities;

75.41(a)(5)(A) (i) participate in group discussions;

75.41(a)(5)(B) (ii) present information in a variety of oral situations;

75.41(a)(5)(C) (iii) follow ways a speaker signals important ideas and examples;

75.41(a)(5)(D) (iv) respond appropriately to a presenter; and

75.41(a)(5)(E) (v) take notes from an oral presentation.

(B) Explore theatrical and dramatic activities; and

75.47(i)(2)(B) (i) practice dramatic storytelling;

75.47(i)(3)(A) (ii) explore puppetry; and

75.47(i)(3)(B) (iii) explore readers' theatre.

(C) Use media as an expressive medium.

(i) present creative ideas through student produced media; and

(ii) use photography to communicate.

§75.41(a) English Language Arts

§75.41(c) Reading

§75.41(e) Reading Improvement

§75.47(b) General Music

§75.47(i) Theatre Arts

§75.48(a) Social Studies Attitudes, Values, and Skills for Citizenship

§75.48(b) Texas History and Geography

§75.49(b) Career Exploration

§75.51 Other Courses—Computer Literacy

Texas Educational Assessment of Minimum Skills: Reading Objectives, 1986

Texas Educational Assessment of Minimum Skills: Mathematics Objectives, 1986

Grade Eight

Library/Information Skills

Library/information skills, grade eight, will include the following essential elements:

(1) Knowledge of and favorable attitudes toward the library media center (LMC). The student will be provided opportunities to:

(A) Locate the various areas of the LMC;

(B) Demonstrate a knowledge of acceptable behavior in the LMC;

(C) Demonstrate responsibility in the use and return of LMC materials;

(D) Describe the resources and services of the public library, museums, and other community resources;

(E) Understand the concept of the reserve system; and

75.48(a)(2)(L) (F) Support the rules and laws of one's school, community, state, and nation.

(2) Skills in the selection and use of materials for class and leisure activities. The student will be provided opportunities to:

(A) Recognize the variety of resources available in the LMC and use the appropriate tool for the task;

(i) identify the appropriate source to obtain information;

75.41(b)(4)(K) (ii) use the card catalog or computer catalog and standard references;

75.41(d)(4)(C) (iii) locate, select, and organize information from periodicals and a variety of reference materials; and

(iv) locate materials through the use of the subdivisions of the classification system of the LMC.

(B) Use materials in class and leisure activities; and

75.41(a)(4)(A) (i) locate and gather information;

75.41(a)(4)(C) (ii) translate information from one medium to another;

75.41(f)(4)(D) (iii) use reference materials: dictionaries, encyclopedias, catalogs, almanacs, periodicals, newspapers;

(iv) use specialized and standard reference tools: atlases and gazetteers, biographical dictionaries and multi-volume sets, subject oriented reference sets;

75.41(d)(1)(C); 75.41(f)(1)(B) (v) use dictionaries as a key to pronunciation, phonetic respelling, syllabication, accents;

75.41(b)(4)(I); 75.41(d)(4)(B); 75.41(f)(4)(B) (vi) use parts of a book such as visual aids, chapter headings and subheadings, italics, color coding, marginal notes, footnotes, jacket summaries, appendices;

(vii) use a general periodical index to locate information on a given topic;

(viii) use footnotes and bibliographies from various formats to locate information and documentation; and

(ix) use community and public library resources.

(C) Use equipment for educational purposes.

(i) select audiovisual media and equipment appropriate for a specific task;

75.41(f)(4)(A) (ii) follow written directions including substeps;

75.51(3)(A) (iii) load software from external source; and

(iv) use software packages in a variety of applications.

(3) Skills in gathering, analyzing, interpreting, organizing, and evaluating information. The student will be provided opportunities to:

(A) Find information on a variety of topics;

75.48(c)(1)(H) (i) identify significant individuals and their contributions to the United States;

75.48(c)(3)(H) (ii) identify significant American business, industrial, and labor leaders;

75.48(c)(4)(C) (iii) recognize the contributions of ethnic and racial groups and individuals to the development and growth of the United States;

75.48(c)(4)(D) (iv) identify social reform movements, leaders, issues, and results;

75.48(c)(4)(E) (v) describe developments in art, music, literature, drama, and other culturally related activities;

75.48(c)(5)(G) (vi) describe major political campaigns, elections, issues, and leaders;

75.49(b)(3)(A) (vii) locate and use information for evaluating employment opportunities;

75.49(b)(4)(D) (viii) obtain pertinent information about schools and training programs;

75.49(b)(4)(G) (ix) identify sources of financial assistance for any type of education or experience;

75.49(b)(5)(A) (x) locate information about job opportunites for which one is qualified;

75.47(b)(3)(A) (xi) learn about the history and development of musical instruments; and

75.47(b)(4)(B) (xii) learn about the lives and works of selected composers.

(B) Process information; and

(i) identify the purpose of research by focusing on a specific question to be answered;

(ii) locate, select, and organize information from several sources, generalize or summarize the information, make an outline, take notes from print and nonprint resources, make a bibliography;

75.41(d)(2)(A); 75.41(f)(2)(A); 75.41(b)(4)(A) (iii) choose the appropriate meaning of multimeaning words;

75.41(b)(4)(B); 75.41(d)(3)(A); 75.41(f)(3)(A)

(iv) identify implied main ideas and related details;

75.41(b)(4)(D); 75.41(d)(3)(F); 75.41(f)(3)(C)

(v) identify the sequential order of events;

75.48(a)(4)(k)

(vi) sequence historical data and information;

75.41(b)(4)(E); 75.41(d)(3)(G); 75.41(f)(3)(D); 75.48(a)(4)(M)

(vii) perceive cause and effect relationships;

75.41(b)(4)(C); 75.41(d)(3)(C); 75.48(a)(4)(E)

(viii) distinguish between and evaluate fact and nonfact, fact and opinion;

75.48(a)(4)(F); 75.41(f)(3)(F)

(ix) analyze information and make judgments on the basis of information given;

75.48(a)(4)(H)

(x) synthesize information;

75.48(a)(4)(G)

(xi) draw conclusions;

75.41(b)(4)(G); 75.43(b)(7)(F); 75.41(d)(3)(D)

(xii) predict probable future actions and outcomes;

75.41(d)(4)(A)

(xiii) follow complex written directions;

75.41(b)(4)(J); 75.41(d)(4)(D); 75.41(f)(4)(C); 75.43(b)(3)(F)

(xiv) interpret graphic materials: statistical illustrations, charts, maps, globes, schedules;

75.41(d)(4)(E)

(xv) vary rate of reading according to purpose; and

(xvi) comply with copyright regulations.

(C) Develop literary appreciation skills and critical judgment to provide personal enjoyment and scholastic growth.

75.41(b)(3)(A)

(i) follow more complex plot and character development in stories;

75.41(b)(3)(C)

(ii) describe plot, setting, character, and mood in more complex literary selections;

75.41(b)(3)(D)

(iii) recognize different types of literature: short stories, novels, poems, and plays;

75.41(b)(3)(E)

(iv) recognize the basic types and characteristics of nonfiction;

75.41(b)(4)(F) 75.41(d)(3)(B)

(v) identify the author's point of view, purpose, and opinions;

75.41(d)(3)(H)

(vi) recognize forms of propaganda;

(vii) recognize bias and stereotypes in materials;

(viii) determine currentness and appropriateness of materials; and

(ix) use critical evaluation skills in television and motion picture viewing.

(4) Skills in communication including the evaluation and production of oral, written, and visual material. The student will be provided opportunities to:

(A) Participate in speaking and listening activities;

75.41(b)(5)(A) (i) participate in group discussion;

75.41(b)(5)(B) (ii) present information in a variety of oral situations;

75.41(b)(5)(C) (iii) follow ways a speaker signals important ideas and examples;

75.41(b)(5)(D) (iv) respond appropriately to a presenter;

75.41(b)(5)(E) (v) take notes from an oral presentation; and

75.41(d)(4)(F) (vi) use phrasing, cadence, and stress to reflect meaning, mood, and tone in oral reading.

(B) Explore theatrical and dramatic activities; and

75.47(i)(2)(B) (i) practice dramatic storytelling;

75.47(i)(3)(A) (ii) explore puppetry; and

75.47(i)(3)(B) (iii) explore readers' theatre.

(C) Use media as an expressive medium.

(i) present creative ideas through student produced media; and

(ii) use photography to communicate.

§75.41(b) English Language Arts
§75.41(d) Reading
§75.41(f) Reading Improvement
§75.43(b) Mathematics
§75.47(b) General Music
§75.47(i) Theatre Arts
§75.48(a) Social Studies Attitudes, Values, and Skills for Citizenship
§75.48(c) United States History and Citizenship
§75.49(b) Career Exploration
§75.51 Other Courses—Computer Literacy

Grades 9-12

Library/Information Skills

Library/information skills for grades 9-12 are embedded within the various curriculum areas and the courses offered within these subjects. The following pages list the general objectives of library/information skills; an outline of the skills in each course, and the Texas Assessment of Basic Skills Reading Objectives for Grade 9, and Exit Level.

A breakdown, grade by grade, would be misleading as all students do not take the same course in the same year. The departmental arrangement of the high school lends itself to course by course arrangement.

Grades 9-12

Library/Information Skills

Library/information skills, grades 9-12, will include the following essential elements:

(1) Knowledge of and favorable attitudes toward the library media center (LMC). The student will be provided opportunities to:

(A) Locate the various areas of the LMC;

(B) Demonstrate a knowledge of acceptable behavior in the LMC;

(C) Demonstrate responsibility in the use and return of LMC materials;

(D) Identify the resources and services of the public library, museums, and other community resources;

(E) Describe interlibrary loan procedures; and

(F) Identify and use government documents.

(2) Skills in the selection and use of materials for class and leisure activities. The student will be provided opportunities to:

(A) Recognize the variety of resources available in the LMC and choose the appropriate tool for the task;

(B) Use LMC resources in class and leisure activities; and

(C) Select and use audiovisual media and equipment appropriate for a specific task.

(3) Skills in gathering, analyzing, interpreting, organizing, and evaluating information. The student will be provided opportunities to:

(A) Find information on a variety of topics;

(B) Process information; and

(C) Develop literary appreciation skills and critical judgment to provide personal enjoyment and scholastic growth.

(4) Skills in communication including the production of oral, written, and visual material. The student will be provided opportunities to:

(A) Participate in speaking and listening activities;

(B) Explore theatrical and dramatic activities; and

(C) Present creative ideas through student produced media using a combination of formats.

Grades 9-12

§75.61 English Language Arts

(a) English I (1 unit) shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(C) write multiple-paragraph compositions incorporating information from sources other than personal experience.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize the major differences among poems, short stories, plays, and nonfiction;

(C) recognize point of view in literary selections; and

(D) recognize cultural attitudes and customs in literary selections.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) determine word meanings by contextual clues;

(B) use advanced dictionaries for determining word meaning;

(H) distinguish between fact and nonfact;

(K) follow directions involving substeps;

(L) interpret diagrams, graphs, and statistical illustrations;

(M) use format and organization of a book;

(N) use reference materials such as atlas, encyclopedia, almanac, bibliography; and

(O) vary rate of reading according to purpose.

(b) English II (1 unit) shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(C) write multiple-paragraph compositions incorporating outside information with documentation.

(2) Language concepts and skills. The student shall be provided opportunities to:

(E) recognize the meanings and appropriate uses of colloquialism, slang, idiom, and jargon.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize the major differences among poems, short stories, novels, plays, and nonfiction; and

(C) recognize point of view in literary selections.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(E) differentiate between fact and nonfact;

(I) use selected sections of advanced and special dictionaries;

(J) use reference materials including atlas, encyclopedia, almanac, bibliography;

(K) read complex maps, charts, tables;

(L) use parts of a book including footnotes, appendices, cross references;

(M) follow complex directions; and

(N) adjust reading rate according to purpose.

(c) English III (1 unit) shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(C) write longer compositions incorporating outside information with documentation.

(2) Language concepts and skills. The student shall be provided opportunities to:

(E) describe the history and major features of American dialects.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize the major authors, periods, forms, and works in American literature.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) use advanced dictionaries in determining pronunciations and meanings of words;

(C) distinguish between fact and opinion, grounded and ungrounded belief, and rational thought and rationalization;

(F) follow complex directions;

(G) use specialized references independently;

(H) interpret complex maps, charts, and tables;

(I) use parts of a book appropriately; and

(J) adjust reading procedures, techniques, and rate according to the purpose.

(d) English IV (1 unit) shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(C) write longer compositions incorporating outside information with documentation.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize the major authors, periods, forms, and works in British literature; and

(E) recognize characteristics of various literary genres.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) use advanced and special dictionaries;

(B) recognize the devices of propaganda;

(G) use various reference materials; and

(I) adjust rate and purpose for type of reading.

(e) English IV academic (composition—½ unit) shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(D) write longer compositions incorporating outside information with documentation.

(f) English IV academic (British literature—½ unit) shall include the following essential elements:

(1) Cultural background and literary development of British literature. The student shall be provided opportunities to:

(A) understand the cultural attitudes and customs of variety of groups as reflected in British literature;

(B) recognize the oral and written traditions unique to British literature;

(C) demonstrate an understanding of the past as presented through works written during a particular period of British literature or works written about that period;

(D) recognize the contributions of various historical groups, national groups, and ages to the development of British literary heritage;

(E) recognize the major authors, periods, forms, and works in British literary development; and

(F) understand the characteristics of major types of British folk literature, including tales, fables, parables, and legends of different ethnic groups.

(g) Correlated language arts I (1 unit) shall include the following essential elements:

(4) Reading concepts and skills. The student shall be provided opportunities to:

(H) distinguish between fact and nonfact, including persuasive devices;

(I) choose the appropriate meaning of multimeaning words;

(K) use various parts of a book as aids in locating information; and

(L) use various sources as aids in locating information.

(h) Correlated language arts II (1 unit) shall include the following essential elements:

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) use aural and visual stimuli as springboards for speaking and writing.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize the major differences among poems, short stories, and plays; and

(C) recognize point of view in a literary selection.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(I) use various parts of a book and various books to locate information; and

(J) interpret graphs, diagrams, and charts.

(i) Correlated language arts III (1 unit) shall include the following essential elements:

(2) Language concepts and skills. The student shall be provided opportunities to:

(C) recognize the meanings and uses of colloquialism, slang, idiom, and jargon.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(B) recognize cultural attitudes and customs in literary selections.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(G) locate information using various parts of a book, various sources, and graphic data.

(j) Correlated language arts IV (1 unit) shall include the following essential elements:

(2) Language concepts and skills. The student shall be provided opportunities to:

(C) recognize the meaning and uses of colloquialism, slang, idiom, and jargon.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize authors and periods from a variety of world literature; and

(C) recognize characteristics of various literary genres.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(B) use advanced and special dictionaries in determining pronunciations and meanings;

(D) distinguish between fact and nonfact;

(H) interpret complex maps, charts, tables, and schedules;

(I) use standard reference materials such as atlas, encyclopedia, almanac, and bibliography;

(J) use parts of a book such as prefaces, footnotes, cross references, appendices, and

(K) adjust reading rate to purpose.

(k) English for speakers of other languages I, II, III (½-1 unit) shall include the following essential elements:

(3) Reading concepts and skills. The student shall be provided opportunities to:

(J) understand graphic material such as maps, globes, charts, and road signs;

(N) recognize and use parts of a book; and

(O) use reference materials such as dictionaries, encyclopedias, directories, catalogs, periodicals, newspapers.

(l) Reading improvement (½-1 unit) shall include the following essential elements:

(1) Word attack skills to decode written language. The student shall be provided opportunities to:

(C) use dictionaries in determining word pronunciation.

(2) Vocabulary development to understand written materials. The student shall be provided opportunities to use advanced and specialized dictionaries in determining word meaning including word origins and word histories.

(4) Reading skills applied to a variety of practical situations. The student shall be provided opportunities to:

(B) use parts of a book;

(C) use various kinds of books as aids such as catalogs, telephone books, and encyclopedias;

(D) use graphic sources such as tables, charts, graphs, maps, and diagrams; and

(E) use standard reference books.

(m) Advanced reading (½ unit) shall include the following essential elements:

(1) Vocabulary development to understand written materials. The student shall be provided opportunities to:

(B) use advanced and specialized dictionaries as descriptive rather than prescriptive references; and

(C) understand word origins and word histories.

(2) Comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(E) evaluate the integrity of the publisher and the effect of publication date on accuracy of content.

(3) Reading skills applied to a variety of practical situations. The student shall be provided opportunities to:

(A) use library skills:

(i) encyclopedia:

(I) index volume;
(II) guide letters;
(III) topical headings;
(IV) index;
(V) cross references; and
(VI) bibliographies.

(ii) vertical files:

(I) complex maps and charts; and
(II) complex graphs and timelines;

(iii) card catalog:

(I) cross reference cards; and
(II) author, title, and subject cards;

(iv) other reference materials:

(I) atlas;
(II) world almanac;
(III) subject index to literature; and
(IV) *Reader's Guide*;

(v) audiovisual materials:

(I) card catalog; and
(II) equipment.

(B) organize information; and

(C) adjust rate and purpose to type of reading.

(n) Research/technical writing (½ unit) shall include the following essential elements:

(1) Gathering information. The student shall be provided opportunities to:

(A) use primary and secondary sources; and

(B) take notes.

(2) Putting information into written form. The student shall be provided opportunities to:

(C) use footnotes;

(D) use bibliographies;

(E) use quotations; and

(F) write research papers.

(o) Creative/imaginative writing (½ unit) shall include the following essential elements:

(2) Producing original work. The student shall be provided opportunities to:

(C) use journals as sources of materials.

(q) World literature (½ unit) shall include the following essential elements:

(1) Reading and analyzing selected writing from world literature. The student shall be provided opportunities to:

(A) identify major literary movements;

(B) read works of significant writers; and

(D) explore distinctive features of particular literary traditions.

(u) Independent study in English (½-1 unit). Independent study in English shall include activities individually designed for high-achieving students. The student shall be provided opportunities to do one or more of the following:

(1) conduct research;

(2) produce original work in print or in another medium;

(3) develop an advanced skill; and

(4) study in a specific area of interest.

(v) Introduction to speech communication (½-1 unit) shall include the following essential elements:

(5) Communication through public address—speech preparation. The student shall be provided opportunities to:

(C) use effective research skills to gather information and support data.

(w) Oral interpretation I, II, III (½-1 unit) shall include the following essential elements:

(3) Determination of meaning. The student shall be provided opportunities to:

(D) perceive individual styles of authors and literary types.

(4) Role of the interpreter. The student shall be provided opportunities to:

(A) present literature based on the author's intent; and

(B) recreate intellectual, emotional, and aesthetic aspects of literary works.

(5) Selection of literature. The student shall be provided opportunities to:

(B) examine literary genre.

(6) Analysis of literature. The student shall be provided opportunities to:

(A) define the author's purpose or attitude.

(7) Performance techniques. The student shall be provided opportunities to:

(E) answer the demands of literature relative to period, time, style, and locale.

(8) Adaptation of literature. The student shall be provided opportunities to:

(D) provide proper introduction and meaningful transitions suitable to the literature.

(9) Performance of literature. The student shall be provided opportunities to:

(A) present and recreate the literature in individual presentations; and

(B) present and recreate the literature in group performances.

(y) Debate I, II, III (½-1 unit) shall provide a program that includes the following essential elements:

(3) Reading experiences. The student shall be provided opportunities to:

(A) examine diverse sources; and

(B) increase close reading skills through research and preparation of material.

(z) Public speaking I, II, III (½-1 unit) shall provide a program that includes the following essential elements:

(4) Library and non-library research skills. The student shall be provided opportunities to:

(A) become acquainted with a variety of research sources ranging from standard reference volumes to interviews;

(B) evaluate research as to quality and application; and

(C) develop methods of notetaking and filing for the purpose of preserving and retrieving research information.

(5) Organization of ideas. The student shall be provided opportunities to:

(D) utilize relevant, varied, and interesting forms of proof to support the ideas of various speeches.

(-a-) Independent study/speech (½-1 unit) shall include the following essential elements:

(1) Activities individually designed for high-achieving students. The student shall be provided opportunities to do one or more of the following:

(A) conduct research;

(B) produce original work in print or in some other medium; and

(D) study extensively in a specific area of interest.

(-b-) Journalism (½-1 unit) shall include the following essential elements:

(1) History of mass print media in the United States. The student shall be provided opportunities to identify significant persons and events in journalism in the United States.

(2) Contemporary role of mass print media in the United States. The student shall be provided opportunities to:

(B) distinguish fact from opinion; and

(C) identify types of print media.

(-g-) Independent study/journalism (½-1 unit) shall include activities individually designed for high-achieving students. The student shall be provided opportunities to do one or more of the following:

(1) conduct research;

(2) produce original work in print or in some other medium;

(3) extensively develop an advanced skill; and

(4) study in a specific area of interest.

§75.62 Other Languages

(a) Other languages level I (1 unit) shall include in a sequential program the following essential elements:

(5) Culture. Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations. The student shall be provided opportunities to:

(A) experience various aspects of another culture; and

(B) understand that behavior is conditioned by culture.

(b) Other languages level II (1 unit) shall include in a sequential program the following essential elements:

(5) Culture. Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations. The student shall be provided opportunities to:

(C) locate and organize cultural information.

(c) Other languages level III (1 unit) shall include in a sequential program the following essential elements:

(3) Reading. Skills and concepts that result in the understanding of most routine expressions learned orally

and of nontechnical material on familiar subjects with the aid of references. The student shall be provided opportunities to:

(C) do intensive and extensive reading, including ordinary prose and some literary selections.

(d) Advanced languages I, II, III, IV (½-1 unit) shall include in a sequential program one or more of the following essential elements:

(2) Written communication skills (reading and writing). Skills and concepts that result in the ability to read edited textual material or authentic printed material within a familiar context and to write from personal experience social correspondence and compositions on familiar topics; culture is taught as an integral part of written communication skills. The student shall be provided opportunities to:

(B) read news items describing current events;

(D) read fiction and nonfiction;

(E) read selections of prose and poetry of moderate difficulty with attention given to style; and

(I) use reference works such as dictionaries, encyclopedias, and atlases.

(3) Reading. Skills and concepts that result in the ability to read edited textual material or authentic printed material within a familiar context; culture is taught as an integral part of the skill of reading. The student shall be provided opportunities to:

(A) do intensive and extensive reading; and

(B) read selections of prose and poetry of moderate difficulty with attention given to style.

(g) Cultural topics (½-1 unit) shall include in a nonsequential program one or more of the following essential elements:

(1) Historical development of a selected region or country. The student shall be provided opportunities to:

(C) identify significant personalities in the development of the region or country.

(3) Cultural aspects of a selected region or country. The student shall be provided opportunities to:

(D) explore the art, music, literature, drama, and other culturally related activities of the region or country.

§75.63 Mathematics

(b) Consumer mathematics (1 unit) shall include the following essential elements:

(1) Use of concepts and skills in graphing and in statistics to gather information and make decisions. The student shall be provided opportunities to:

(A) interpret charts, tables, graphs, and maps; and

(B) construct appropriate graphs from consumer or career-related information.

(t) History of mathematics (an independent study course—½ unit) shall include the following essential elements:

(1) Historical development of numbers and numerals. The student shall be provided opportunities to:

(A) examine at least two ancient numeration systems;

(C) research the origin of zero;

(D) investigate prime and composite numbers and persons associated with their development; and

(F) research persons responsible for proof of the Pythagorean Theorem.

(2) Historical development of methods of computation. The student shall be provided opportunities to:

(A) investigate calculating devices; and

(B) examine the capability of various computers.

(3) Historical development of geometry. The student shall be provided opportunities to:

(A) examine the application of practical geometry in ancient civilizations; and

(E) research unsolvable construction problems from antiquity; and

(F) study regular polyhedrons and their discoverers.

(4) Historical development of algebra. The student shall be provided opportunities to:

(C) identify the contribution of Diophantus of Alexandria; and

(D) investigate persons contributing to the solution of general polynomial equations of the 3rd, 4th, and 5th degrees.

(5) Persons associated with modern mathematics. The student shall be provided opportunities to examine 19th or 20th century mathematicians or both and their contributions.

§75.65 Health

(a) Health education (½ unit) shall include the following essential elements:

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:

(A) analyze messages of advertising for health products and services.

(3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to:

(E) investigate current health issues.

(b) Advanced health education (½ unit) shall include the following essential elements:

(1) Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to:

(D) investigate current health and safety issues.

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:

(A) use a systematic approach to acquire health information.

§75.67 Fine Arts

(c) Art III (½-1 unit) shall include the following essential elements:

(2) Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to:

(B) Select from the following art areas:

(x) photography/filmmaking.

(3) Understanding and appreciation of self and others through art culture and heritage. The student shall be provided opportunities to:

(A) examine art history (contemporary and of the past).

(f) Theatre Arts, II, III, IV (scope and sequence to be determined locally) (½-1 unit) shall include the following essential elements.

(1) Acting concepts and skills. The student shall be provided opportunities to:

(B) explore classical production styles; and

(C) explore contemporary production styles.

(2) Theatre production concepts and skills. The student shall be provided opportunities to:

(A) explore specialized theatrical styles (mime, dance, drama, theatre for children, musical theatre, puppetry, masked theatre, radio, television, and film).

(g) Technical theatre I, II (scope and sequence to be determined locally) (½-1 unit) shall include the following essential elements:

(1) Theatre production concepts and skills. The student shall be provided opportunities to:

(C) explore scenery;

(D) explore properties;

(F) explore costumes; and

(J) research and design.

(h) Theatre production I, II, III, IV (½-1 unit) shall include the following essential elements:

(2) Theatre production concepts and skills. The student shall be provided opportunities to:

(A) research and design.

(k) Choral music I, II, III, IV (½-1 unit) shall include the following essential elements:

(5) Music history and literature. The student shall be provided opportunities to:

(A) experience and discuss a variety of choral styles, eras, and composers through music studied and performed.

(r) Music history and literature (½-1 unit) shall include the following essential elements:

(2) Composers. The student shall be provided opportunities to explore through more intensive study the works and lives of selected composers from the major historical periods of music.

(5) Relationship of music to history. The student shall be provided opportunities to understand the relationships of musical works, composers, forms, and styles to the political and social events of their musical and historical periods.

§75.68 Social Studies, Texas and United States History

(k) Advanced social science problems (½ unit) shall include the following essential elements:

(1) Application of historical and social science facts, concepts, rules, and generalizations to selected topics, problems, or issues. The student shall be provided opportunities to:

(D) apply research skills to verify the validity of rules, laws, principles, generalizations, or decisions.

§75.70 Business Education

(f) Career exploration (½ unit) shall include the following essential elements:

(3) Assessment of career opportunities. The student shall be provided opportunities to:

(A) locate and use information for evaluating employment opportunities.

(4) Career planning. The student shall be provided opportunities to:

(D) obtain pertinent information about schools and training programs; and

(G) identify sources of financial assistance for any type of education or experience.

(7) Electronic information processes. The student shall be provided opportunities to discuss the use of current electronic methods of assessing database career information as related to course content.

Texas Educational Assessment Of Minimum Skills

Reading Objectives--Grade 9

Objective 1: Identify the meaning of words with academic and practical applications.

Objective 2: Identify significant details.

Objective 3: Identify the sequence of events.

Objective 4: Identify the main idea.

Objective 5: Distinguish between fact and opinion.

Objective 6: Identify cause-and-effect relationships.

Objective 7: Identify the author's point of view and/or purpose.

Objective 8: Draw logical conclusions.

Objective 9: Identify an accurate generalization from a given series of details and/or assumptions.

Objective 10: Identify the purpose of various sources as aids in locating information.

Objective 11: Use graphic sources to get information.

Reading Objectives—Exit Level

Objective 1: Identify the main idea.

Objective 2: Use context to understand the meaning of words.

Objective 3: Use word structure to identify words.

Objective 4: Identify specific details.

Objective 5: Identify the sequence of events.

Objective 6: Draw logical conclusions.

Objective 7: Identify the appropriate reference source.

Objective 8: Use reference sources to locate information.

Objective 9: Distinguish between fact and opinion.

Objective 10: Analyze literary selections.

Texas Education Agency
Austin, Texas
RE6 370 24
January 1987